



PM Statue Project Junior Division The Democratic Classroom (DRAFT)

1. Lesson Plan Information

Subjects: Social Studies /Language

Grade Level: 4-6

Topic: The Democratic Classroom

Length of Time: 145 minutes

2. Expectations and Learning Skills:

GRADE 4

Language

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

GRADE 5:

Social Studies

- Describe the major rights and responsibilities associated with citizenship in Canada (e.g., rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote; responsibilities: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities)
- Describe some different ways in which citizens can take action to address social and environmental issues (e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to the media)
- Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada

GRADE 6:

Social Studies

- Describe the major rights and responsibilities associated with citizenship in Canada (e.g. rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote; responsibility: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities)

Learning Skills:

Collaboration: responds positively to the ideas, opinions, values, and traditions of others

Responsibility: take responsibility for and manages own behavior

Initiative: looks for and acts on new ideas and opportunities for learning; approaches new tasks with a positive attitude

Organization: identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

3. Content Knowledge:

Prior Knowledge:

- Students will bring prior knowledge of the rights and responsibilities they feel they have in their daily lives
- Students may bring experience of having heard their parents'/guardians' views on political issues and the process of voting
- Students may be exposed to messages through the media or advertisements (radio/television)

Today learners will:

- Be introduced to the concepts of rights, responsibilities, and citizenship
- Discuss the terms democracy, citizenship, engagement, and empowerment
- Participate in a mock voting process
- Complete a journal entry reflecting on the voting process

4. Assessment / Evaluation:

Anecdotal Records:

- Observing and questioning of new ideas from the reading
- Oral language communication (listening during discussion and speaking when questions are being asked)

Rubric for Journal Activity:

- Students will be provided with a rubric that sets out what is expected of their finished result, prior to completing their journal activities
- Students will be assessed on application, knowledge and understanding, thinking and communication
 - Application: apply knowledge of the voting process
 - Knowledge and Understanding: demonstrates an understanding of the importance of voting
 - Thinking: demonstrates use of effective critical thinking skills on topics of democracy (i.e. opinions on voting)
 - Communication: communicates ideas in a way that appeals to the reader

5. Learning Context:

A. The Learners

- During the Think-Pair-Share, teachers will decide the partners based on learning styles and behavioral needs
- Teacher will circulate around the classroom during group discussions to ensure all students are on task and to provide additional support for students identified as exceptional learners
- Step-by-step directions on the whiteboard/chalkboard to serve as reminders
- For a more structured classroom discussion, teachers can prompt students who may be struggling by asking them more specific questions rather than giving them free range to brainstorm on their own.
- If students require additional guidance in their Think-Pair-Share discussions, teachers can provide a list of questions for students to ask themselves and their partners.

B. Learning Environment

- Depending on the layout of the classroom, teachers can choose to have a broad discussion in a large circle in the classroom, on the carpet, or students can remain at their desks
- Thorough discussion will take place in which the students will be actively participating
 - They should not be talking out of order or overtop of another student
 - They should have an open mind and not judge what others are saying
- Depending on whether or not the teacher decides to move the students from their desks, students will be directed to an area where they will have a discussion with their Think-Pair-Share partners
- For the voting activity, students will be arranged into small groups in which they will be directed into different sections of the classroom
- During mock elections students will be brought up individually to cast their ballot
- Once the ballots are complete students will be directed back to their original seats to discuss the journal entry assignment

C. Resources/Materials

- Two separate diagrams, one for rights, and one for responsibilities (see attached worksheet)
- Information Sheets (attached)
- Chalkboard/Whiteboard
- Journal books
- Rubrics

6. Teaching/Learning Strategies

INTRODUCTION (Minds-On/Activation)

Describing Rights, Responsibilities & Citizenship

Part A (30 minutes):

- Have the class separate into elbow-partners and brainstorm what they think these terms mean and how they make them feel
 - Rights, responsibilities, and active citizenship
- Depending on students' prior knowledge and experiences with these terms, teachers should start this discussion by writing the following linked words on the board:
 - Right: privileges allowed to persons
 - Responsibility: obligations/rules of individuals and groups
 - Citizenship: legal member of a group, usually a state or nation
 - Under the headings write the definitions above, create a list for each and talk about where to put them, turning it into deeper questions to allow students to fully grasp the concept
 - i.e. Would raising your hand to speak be a rule (because the teacher said so) or a part of citizenship (so everyone gets a fair turn and your friends aren't upset with you for talking over them)?
- Depending on the ability and learning styles of the class, teachers may decide to create a more structured discussion by promoting students to think about classroom responsibilities/rules. Students may be also asked to reflect on their corresponding rights by being asked the following questions. These questions can be incorporated into the chart above by asking if these things belong under rights, responsibilities or citizenship.
 - How do students know where to sit and how is that decided?
 - How do students respond to teacher directed questions?
 - How do students determine their behavioral expectations within the classroom?

Part B (25 minutes)

- Separate students into Think-Pair-Share partners to examine rights and responsibilities in their lives outside of the classroom
- Have students brainstorm rights and responsibilities that they have in some or all of the following areas:
 - At home
 - On a sports team/extracurricular activity
 - In their community
- Handout diagram worksheets for students to use to record their discussion answers
 - One pair of diagrams can be handed out for each Think-Pair-Share partnership to promote collaboration skills
- As discussion occurs between partners, they should jot down their answers, rights in one circle, and responsibilities in the other.
- If students need additional support in sparking their discussions, direct students to refer to the bottom of their diagrams handout for a list of questions they can ask themselves and their partners, along with the sample questions, think of 2 or 3 examples of rights and responsibilities, and one that is both. Place that in the diagrams on the board as an example
- If time permits, review the findings from students' diagrams by asking pairs of students to share their rights and responsibilities they feel they have
 - Write the answers on the diagrams that is already on the board with examples
- To conclude the activity, encourage students to make connections between being active and community-oriented citizens with rights and the tasks that they have in their daily lives at school, at home, or at their sports or community club
 - For example, if students are expected to raise their hand during class, then explain how this is good

citizenship for the classroom community because it allows everyone the right to speak without being interrupted

MIDDLE: (Action)

Teaching: How does the lesson develop?

Linking Citizenship to Democracy (90 minutes)

- Provide students with information worksheets (attached), which discuss the definitions of democracy, citizenship, engagement, and empowerment, review the terminology with the students to ensure comprehension
- Since students have a basic understanding of responsibilities, rights, and citizenship, they will be able to see how participating in a democracy by voting is one of the major rights and responsibilities of being an active Canadian citizen. Allow students to research previous elections and the voting numbers. How many people voted Conservative? Liberal? Other? How many people didn't vote at all? How many did vote? Why didn't people vote? Why did they vote? Are people using their rights the way they should be?
- Start discussion by asking students how they think new responsibilities (rules) are decided on by their communities.
- Next, direct the students to the definition of democracy as written on the informational handout:
 - The word *democracy* comes from the Greek word *demos* (meaning *the people*) and *kratos* (meaning *rule*)
 - The word *democracy* describes a political system
 - In a democratic country, all eligible citizens have the right to participate, either directly or indirectly, in making the decisions that affect them
 - Canadian citizens normally elect someone to represent them in making decisions at the different levels of government
- Explain to students how voting is one of their major rights/responsibilities as a Canadian citizen. Touch on this briefly but do not spend too much time seeing as it is discussed earlier also.
- Optional: Have students compare Canada to other countries. Compare and contrast the different systems and discuss which country is more impactful and democratic.

Consolidation: The Voting Process (15 minutes):

- Introduce the idea of voting for a new right and/or responsibility within the classroom
- Students will be asked suggest at least five new rights or responsibilities (rules) that they would want to have in their classroom
 - For example, Students will get to use their own electronic device for one period per day.
- Place students into small groups of approximately 5 students each where they can discuss some of the positives and negatives of their new responsibilities/rights (Assign one proposal per group)
- Bring students back together for a broad discussion or debate based on the pros and cons that were thought of during their brainstorm activity (Write this pro/con list on chart paper on the blackboard/whiteboard)
- After the discussion has concluded, students will vote individually on the right/responsibility they feel should be present in their classroom
- Students should mark an "x" in the space next to the proposal they would like to vote for
- Once the student is done voting, they should fold their ballot in half and insert it into the ballot box to be counted later
- Share and discuss the results of the mock vote with the class

Application: Journal Entry Reflection (12 minutes):

- Once the discussion has taken place around the results of the voting turnout, have students reflect on the process of voting for a new right/responsibility in the classroom
- This can be done by having students write a response on one of the following questions:
 - How do you feel about voting for a new right or responsibility for the classroom?
 - Do you feel your voice was heard?
 - Did you feel an obligation to vote in order to have your opinion taken into consideration?
 - How would you react if certain individuals in the classroom were unable to vote or did not have the right to vote?
 - Once you turn the legal voting age, would you take the opportunity to vote? Why or why not?

CONCLUSION (2-3 minutes):

- "Please hand in your journal during the next class time. Remember that we live in a world where being a citizen involves the right to vote in which a sense of empowerment/engagement can be felt if your voice is heard."

The Democratic Classroom



What is democracy?

- ★ The word *democracy* comes from the Greek word *demos* (meaning *the people*) and *kratos* (meaning *rule*)
- ★ The word *democracy* describes a political system. In a democratic country, all eligible citizens have the right to participate, either directly or indirectly, in making the decisions that affect them. Canadian citizens normally elect someone to represent them in making decisions at the different levels of government
- ★ Canada's political system is based on that of the United Kingdom. It is a constitutional monarchy, which means that we recognize the Queen or King as the **Head of State**, while the Prime Minister is the **Head of Government**
- ★ Canada's Parliament is composed of the Queen of Canada, the Senate, and the House of Commons
- ★ There are 105 seats in the Senate, whose members are chosen by the Governor General
- ★ The House of Commons has 308 seats, whose members are elected by Canadian citizens who vote



- ★ In order to have democracy within the classroom, students must be provided with opportunities to experience freedom and choice in what is studied in the school environment
- ★ Schools and societies are reflections of one another- what a society values and views as ideals often gets taught in schools
- ★ It is important to create an environment in which students help to establish their own rules, take responsibility for their own behavior, and are strongly motivated to learn
- ★ Teachers and students work together to establish a set of fair and equal rules that each individual must abide too. These responsibilities provide the foundation for good classroom management
- ★ It is important for students to become engaged in determining their rights and responsibilities within the classroom and the community
- ★ This type of engagement will help students feel empowered and will motivate them to become active Canadian citizens
- ★ It will allow students to form a foundation based on their own values and beliefs, which they can use to make important decisions



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| <ul style="list-style-type: none"> ★ According to Canada's Constitution, elections are held at least once every five years ★ However, an election may be called earlier if the Governor General accepts the Prime Minister's advice to dissolve Parliament ★ In 2007, Parliament passed Bill C-16, which established fixed election dates every four years on the third Monday in October ★ You must be at least 18 years of age and a Canadian | <ul style="list-style-type: none"> ★ In order to have democracy within the classroom, students must be provided with opportunities to experience freedom and choice in what is studied in the school environment ★ Schools and societies are reflections of one another- what a society values and views as ideals often gets taught in schools ★ It is important to create an environment in which |
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citizen to vote

- ★ Representation in the House of Commons is based on geographical divisions known as "electoral districts," commonly referred to as "ridings"
- ★ The number of electoral districts is established by a formula set out in the *Constitution Act, 1867*, and one member of Parliament (MP) is elected in each electoral district
- ★ Voting in Canada is by secret ballot. The security of the ballot is important, and the system makes it impossible to discover whom any voter has voted for
- ★ Canada's electoral system is referred to as a "single-member plurality" or "first-past-the-post" system
- ★ In every electoral district, the candidate with the highest number of votes wins a seat in the House of Commons and represents that electoral district as its MP
- ★ An absolute majority (50% +1) is not required for a candidate to be elected

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The Democratic Classroom: Journal Entry

Name: _____

	Level 1	Level 2	Level 3	Level 4
Application	Applies knowledge of the voting process to personal opinion with limited effectiveness	Applies knowledge of the voting process to personal opinion with some effectiveness	Applies knowledge of the voting process to personal opinion with considerable effectiveness	Applies knowledge of the voting process to personal opinion with a high degree of effectiveness
Knowledge and Understanding	Demonstrates an understanding of the importance of voting with limited effectiveness	Demonstrates an understanding of the importance of voting with some effectiveness	Demonstrates an understanding of the importance of voting with considerable effectiveness	Demonstrates an understanding of the importance of voting with a high degree of effectiveness
Thinking	Demonstrates use of effective critical thinking skills on topics of democracy with limited effectiveness	Demonstrates use of effective critical thinking skills on topics of democracy with some effectiveness	Demonstrates use of effective critical thinking skills on topics of democracy with considerable effectiveness	Demonstrates use of effective critical thinking skills on topics of democracy with a high degree of effectiveness
Communication	Communicates ideas in a way that appeals to the reader with limited effectiveness	Communicates ideas in a way that appeals to the reader with some effectiveness	Communicates ideas in a way that appeals to the reader with considerable effectiveness	Communicates ideas in a way in which appeals to the reader with a high degree of effectiveness

Comments:

My Rights & Responsibilities

Name(s): _____

Date: _____

Think about the different rights and responsibilities that you have in your everyday life. With your partner, write down similarities and differences between your experiences.

Similarities

Differences

Sample Questions

- 1. How do you respect the views or opinions of other individuals? For example, at home, how do you treat your parents or siblings?**
- 2. What rules do you have to follow when you're at home, at school, or in the community?**
- 3. What type of responsibilities do you have within the community or at home? (i.e. chores)**
- 4. What kind of rights do you have within the school and outside in the community?**